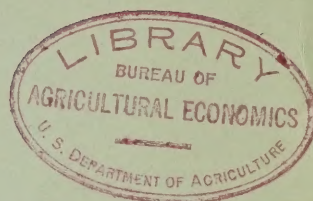


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Report

**ON THE
SCHOOLS OF
PHILOSOPHY FOR
AGRICULTURAL
LEADERS**



U. S. DEPARTMENT OF AGRICULTURE
BUREAU OF AGRICULTURAL ECONOMICS

JANUARY 1941

REPORT ON
THE SCHOOLS OF PHILOSOPHY FOR AGRICULTURAL LEADERS

TABLE OF CONTENTS

	<i>Page</i>
Acknowledgment	2
Descriptive statement on the Schools	3
List of Prospective Schools, 1941	12
Tables showing Attendance at Schools	13
Schools held prior to January 1, 1940	13
Schools held during 1940	14
"First" Extension Schools	15
"Repeat" and "District" Schools	16
"Regional", "Bureau" and "USDA Club" Schools, and Schools for "Others"	17
Colleges and Universities Represented	18
List of Staff Lecturers	19

THE SCHOOLS OF PHILOSOPHY FOR AGRICULTURAL LEADERS

Acknowledgment

In presenting this summary report of our activities which have become popularly known as the "Schools of Philosophy", it gives me great pleasure to acknowledge the cordial and effective cooperation of the many people who have made possible this educational venture. To M. L. Wilson, Director of the Extension Service of the Department, we owe the original Platonic idea and spiritual guidance of this project; and to H. R. Tolley, Chief of the Bureau of Agricultural Economics, the practical Aristotelian administrative help in realizing the idea. To C. W. Warburton, former Director of Extension, and to the State Directors of Extension, we are grateful for their cordial cooperation by encouraging Extension workers, from the very beginning of the project, to help organize and attend these Schools. To the Secretary's Office and to the Bureau Chiefs of the Department, we are indebted for making possible the attendance of the members of the Department field and Washington staffs at many of the Schools. And we acknowledge also the receptive attitude of many other agencies -- including the U. S. Office of Education and a number of the State Offices of Education and Vocational Agriculture, the national farm organizations, and State rural library groups -- which also culminated in Schools.

We acknowledge with especial thanks the participation of over 250 staff members of colleges, universities and research agencies throughout the country who lectured at the Schools, often at a considerable sacrifice of time and trouble, and who took part in the accompanying discussion groups, forums and panels. To the many thousands of people who attended, we are grateful for their active participation in making these Schools as successful as they have been. And we sing the praises of the many unsung heroes who acted as local organizers and scene shifters, making possible the successes of our star performers. Finally, I wish personally to thank the members of the Division staff, past and present, who have helped with the Schools. William L. Wanlass, now Dean of Business Administration, Utah State College; C. B. Loomis, now with the Greenville County Community Center, South Carolina; John M. Brewster, now with another division of the B. A. E.; Dale D. Clark, now in the Littauer School of Public Administration, Harvard University; Paul L. Vogt, A. Drummond Jones, Alva H. Benton, Morris B. Storer, F. Miller Chapman, James O'B. Howard, and Mrs. Margaret Lane.

Respectfully submitted,

Carl F. Taeusch

Carl F. Taeusch,

Head,

Division of Program Study and Discussion,
Bureau of Agricultural Economics.

Letters were sent to the State Directors of Extension, in the summer of 1935, acquainting them with the proposal; and 6 or 8 of them replied by extending invitations to hold Schools in their States. It was felt to be unwise, however, to begin our educational experiment in the field, and so arrangements were made for holding the first School at Washington, D. C., for the Extension Service and others who were invited by them to attend.

After correcting a number of faults discovered in this experience, we began holding Schools in the States. But it was evident that much yet needed to be done, as regards subject matter, personnel and methods, before we could expect the State units wholeheartedly to contribute time and money to the venture. As a matter of fact, of the eight States where the first of these Schools were held, only four ever asked us to return! Inasmuch as the cost to the State Extension Services has been many times that to the U. S. Department of Agriculture, and as our first Schools were not well organized, it is evident that the success of the general venture may be attributed in large part to the hearty as well as early cooperation of the State Directors of Extension.

The usual method of procedure in organizing a School is as follows. Inasmuch as the Schools have now become fairly well known among the Department and State-college staffs, as well as among other organizations interested in rural welfare, the Schools are organized now only in response to an invitation from the State or other local unit. Dates and meeting place are arranged to suit the local group or person in charge, usually the State Director of Extension, who also determines what persons are to attend the School. A typical program is then submitted to the local person in charge, with a request that he modify the topics to include the major problems of interest to the group. This typical program, a copy of which appears on the next page, is the resultant of our earlier and continued experiences; it is generally modified somewhat to fit local circumstances; but it is usually accepted in the main as the basis for individual School programs, especially for the first School to be held in a State or for a particular group. Next, a list of possible staff lecturers is sent the person in local charge; this list consists of the names, fields of interest, and institutions of those persons who have participated in previous Schools -- the list, as of December 20, 1940, is included in this report -- and is sometimes accompanied by a supplementary list of names of persons who have been recommended for this purpose. Those locally in charge of the prospective School may have other names in mind, and they are requested to exercise complete freedom in making suggestions as to the staff desired. We then proceed to assemble the staff and organize the program.

The Department pays the expenses of the staff lecturers, including an honorarium to each. The local person or group sponsoring the School arranges for the meeting place, including main assembly hall and rooms for discussion groups. All expenses connected with the assembling of those who attend -- transportation, hotel accommodations, etc. -- are paid by the local unit or

U. S. Department of Agriculture
Bureau of Agricultural Economics

Typical Program - Schools of Philosophy for Agricultural Leaders

What is a Desirable National Agricultural Program?

First Day. Backgrounds.

1. What Can Philosophy Contribute to a Better Understanding of the Present Situation?
2. General Social and Economic Background of the Present Situation.
3. Immediate Backgrounds of Present Agricultural Policies and Programs.

Second Day. The Place of Government in Modern Society.

1. Individualism, Democracy and Social Control.
2. The Relation of Government to Social and Economic Affairs.
3. The Problem of Continuing a Program of Agricultural Adjustment.

Third Day. Regionalism, Nationalism and Internationalism.

1. Unity and Diversity in Society.
2. Political and Economic Considerations.
3. A Desirable Foreign Trade Policy for American Agriculture.

Fourth Day. Problems of Social Adjustment and Administration.

1. Psychological Problems in Social Adjustment.
2. Democracy and Group Leadership, or Traditional Economics and our Present Economy.
3. Sanctions, or An Educational Program for the Future.

the individual persons. The point of this arrangement is a matter both of principle and of expediency. In principle, it was felt that real cooperation and a sounder attitude could be developed if those who sponsored or attended the School assumed the bulk of the total expense; actually, the Department expense is about one-third or one-fourth of the total. As a matter of expediency, it was felt that such an arrangement would limit the number of those in attendance to a pedagogically manageable number. The average attendance per School has been around 200; the average attendance per meeting -- some "Schools" consist of from two to nine "meetings" in different places in a State -- has been about 160. Inasmuch as this average includes individual School meetings with an attendance of as many as four or five hundred people, the device of limiting the number in attendance has made possible the maintenance of the sound educational methods necessary to a short intensive training program. And as a matter of experience, this limitation of the number of persons who attend the Schools has resulted in a more homogeneous group; a desirable feature, especially for the first School held in a State.

Staff lecturers are selected on the basis of their professional reputation, and regardless of their attitude toward the present national Administration or the U. S. Department of Agriculture and the national agricultural program. They are given complete freedom to change the wording of the topics assigned them, as well as to deal with their topics in any way they see fit; except that their attention is called to the desirability of keeping all three topics of the morning lectures related to the main problem selected for that day.

In some cases, the particular attitude of the staff lecturer toward these problems is not known until he speaks; his reputation for soundness in his field is sufficient to warrant inviting him, and no advance copies of his talks are requested. In some cases, avowed opponents of the Administration and severe critics of the farm program are invited, in order to have all sides of the general agricultural situation presented. Staff members of the U. S. Department of Agriculture take part; so also do staff members of the colleges of agriculture, but the "rule" is observed wherever possible of not including in a particular program any staff lecturers from the State where the School is being held. This practice has been followed in response to the request of those who are to attend the Schools; they are generally fairly familiar with local speakers and want to hear "fresh points of view". As a matter of fact, the lecturing staff for each School -- which is selected for that particular School and which is different for each School -- is chosen on the general ground of ability and reliability, and in such a way as to achieve a balanced staff as regards personnel and subject matter, without much reference to these particular considerations.

Nor are these staff lecturers selected solely on the ground of their individual abilities. Teamwork among them is as essential to the purposes of the Schools as is the selection of topics, so as to present an organically unified program. Each staff lecturer is invited to appear on two days. This

enables him, the first time, to present his point of view; and the second time, to follow up with an organized response to the problems of the local group and their reactions to his first thesis, as expressed in the intervening discussion groups. Three lectures are given each morning of a School, with recess intervals of 10 or 15 minutes. All three of these lectures are centered on the general topic selected for the day's study and discussion: What are the Backgrounds of the Present Situation? What are the International Problems Now Confronting Us, What is the National Situation, and How Far can These More General Conditions be Resolved to Regional and Local Programs? What should be the Relation of Government to Economic and Social Problems; Have We Too Much Government, or Too Little Good Government? And What Adaptations -- Psychological and Educational, as well as Physical or Economic -- are Necessary to Meet the Social Changes Now Taking Place?

The first lecture of the morning is generally philosophical in character, the second is on social and economic theory, and the third deals with practical applications to rural problems. It is soon evident, from experience, that a staff of lecturers able and willing to deal cooperatively with these problems -- to "hand the ball from one to another" -- is far more desirable than a group of prima donnas who might be inclined to present their subject matter in the form of water-tight compartments unrelated to each other. And the succeeding appearance of the same lecturer on a later day, with materials adapted to the other lectures and to problems which arise in the afternoon discussion groups, contributes still further to the organic unity of the four-day program.

Equal emphasis is placed on the responses of those in attendance at the morning lectures. Opportunities for their expressions are given in the afternoon discussion groups, which sometimes are supplemented by panel or forum discussions. The group in attendance, averaging around 200, is divided into discussion groups each containing 20 to 25 members. The leaders of these discussion groups have usually been selected by the person or committee in local charge, and from among those attending the School. Generally a different leader is selected for each group each day, and sometimes for each of the two one-hour discussion periods of each group each afternoon. This means that, in a typical School attended by 200 people, with from 8 to 10 discussion groups meeting at the same time, about 25 to 30 or even more different persons can take active part as discussion leaders during the three afternoon discussion periods; no discussions are held the last day, when the School closes at noon.

Usually a meeting of these discussion leaders is held before the opening of the School, to acquaint them with the best discussion methods and with the probable subject matter which is anticipated. The panels generally include as many members of the audience as staff lecturers. And active participation of all persons present at the discussion groups, panels, and forums ranges around 85 to 90 percent. And, generally, each person in attendance is encouraged to organize and develop discussion groups on similar topics when he returns to his home community.

The discussion phase of the School procedure is based on what is regarded as an essential part of sound educational method; namely, that the educational process has not taken place, let alone been tested, unless and until those "who are being educated" have expressed themselves in reaction to the initial proposals. The pedagogical principle involved is based on the fundamental analysis of the psychological processes.

Too often, education is identified with the mere imparting of information, through lectures or printed material. These one-directional activities impinge only on ear and eye; the other senses, especially the kinetic, involving speech and other muscular and "efferent" or outgoing nerve processes, are neglected. People who are "being educated" should have an opportunity to express themselves, by speech or gesture and by the less apparent attitudes which accompany them; not merely because "participation" in the educational process is thereby engendered, but also because these kinetic responses whet and stimulate the receptive processes of sight and hearing.

Many a person who regards a lecture or a book as "grand", is hard put to it to repeat the gist or even any particular parts of what was seen or heard; which generally means that not much was seen or heard. This is one of the chief difficulties with the newest and potentially best educational instrument, the moving picture, which is generally seen and heard by a silent audience; in contrast to a "legitimate" play, where the actors are often stimulated to extraordinary performances by the responses of the audience.

The opportunity to react in discussion, and the taking advantage of that opportunity, often discloses misunderstandings of what was heard, which can then be cleared up in a group of people all of whom listened to the same talk. Furthermore, there are additional ideas or amplifications of the lecturer's ideas, which a group of listeners can pool in a discussion group; every such group has thoughts and ideas which are far more abundant, and often more important, than those of any single person, including the expert who lectured. And in the process of give and take so characteristic of a good discussion group, far better results are obtained than from an exclusively one-directional process.

Nor do we feel that those who attend these Schools are the only persons who are "being educated". The staff lecturers themselves, although they may be outstanding scholars in their respective fields, are seldom well acquainted with practical agricultural problems, nor do they always realize the full significance of the rural implications of the problems in which they are theoretically well versed, for they come from colleges and universities and research institutions which are for the most part located in cities and which are largely attended by students from urban centers. What the staff lecturers do have to contribute is the valuable results of their independent study of fundamental problems of social theory; and these problems have come increasingly to interest our farm people and their leaders.

But such studies, even by experts, are bound to be tinged with the qualities of the cloistered methods by which they are often pursued. And it is interesting to watch the process during which these outstanding men, first stimulate those who have been bound up in the practical work of the farm or of an agricultural action program, and then in turn are stimulated by the questions that arise from the floor of the house; especially during and following the lecturer's second appearance, after he has been mauled about in the intervening discussion periods.

The full significance of this result cannot be appreciated unless one realizes that any national agricultural program requires, for the soundness of its provisions as well as for the effectiveness of its administration, the sympathetic understanding and intelligent cooperation of urban as well as rural people; and that our college and university faculties are dealing largely with future urban citizens. Two considerations throw light on the significance of the situation. Not only do urban voters now outnumber rural voters, necessitating the concerted action of the latter to be heard at all, and even then requiring some urban support for farm programs at the polls; but in many colleges and universities there have already appeared symptoms of a broader attitude toward these rural problems, as the result of having their professors and research workers take part in these School programs.

There is still another group of persons, among those attending these Schools, who are "being educated" -- the Federal and State administrators of the national agricultural programs. Regardless of the origin of these administrators -- and most of them have grown up on the farm -- their status and official duties inevitably engender in them an attitude which unfortunately has to be referred to by the opprobrious term "bureaucracy". These administrators -- and they include not only the Federal officers located at Washington but the regional and State officers as well and even the county and local farmer committeemen -- these men, as administrators, "have to get things done". And that attitude, although in contrast with the academic theorist, does correspond closely with the attitude of the lecturing college professor or the broadcaster or the preacher or the political stump speaker, all of whom at least subconsciously are inclined to "tell people" what to do or what to think. This is all part and parcel of the one-directional method of "education" in its narrower sense.

What these officials need to do is to give an equal opportunity to those people, who are the objects of their instructions or other activities, to express their points of view also. And in the discussion phases of the Schools, as well as in the other discussion activities of the Bureau of Agricultural Economics, the rank and file of farm and city people are given the opportunity so to express themselves. Sometimes their expressions are indicative of wrong or inadequate information, or even of bias; but it is better to have these feelings expressed than to neglect or suppress them. But more often these reactions of people who work in the fields or are on the firing line of grass-root administration, are sound and important; and it is

a good thing for the supervising or central administrator to hear these things, even if they are at times a bit unpleasant.

But the emphasis on discussion methods goes even further than this. Too often it is assumed that a discussion group is a mere "gab fest", and that anyone can lead a discussion or take part in one. This is analogous to saying that "anyone can build a bridge", or that all that a minister needs to perform his functions well is a "call"; or to say that "Abraham Lincoln never attended a law school". True, anyone can engage in discussion, or even lead a discussion group. But discussion leadership, as well as participation in group-discussion, is an art and a skill that can be improved by training. For not only are there techniques in leadership -- ranging from a proper seating of the group and the securing of good ventilation, to eliciting the full participation of the members and preventing some of them from monopolizing the conversation -- but there are things to be learned by the members of the group themselves, conspicuously the art of "keeping one's shirt on" and not "tearing" it.

A part of the effectiveness of the Schools depends on the opportunity they afford to train discussion leaders; both in preliminary conferences, especially in regard to best methods of procedure, and in the many follow-up meetings held in rural localities. A skilled and trained leader is able not only to secure maximum participation in the discussion, and to keep the discussion going among the group members without centering it about himself, which is important regardless of the nature or content of the contributions of the members of the group; he is also able to direct the discussion along the lines of constructive formulation of patterns of opinion.

These leaders are requested to let each group first determine what it wants to discuss, thus giving them an opportunity of indicating their interest or the interests aroused by the morning speakers. No vote or showing of hands or other expedient is taken to learn the consensus of the group. Each person attending the Schools is encouraged to participate, care being taken that each person be allowed to keep his own feelings inviolate by not expressing them, if he so wishes. But the discussion groups and panel and forum sessions are so organized as to provide an opportunity to formulate constructive criticisms and organized patterns of opinion, which are valuable to those administrators who attend the Schools, and which also can be channeled back to the Department of Agriculture as indications of the need of legislative changes or administrative improvements.

The Schools have now been conducted for more than five years. The supplementary pages of this report include information relating to more detailed facts. It may be well to state here briefly the more important items of interest. There have now been held 82 Schools in 39 different States; and about 18 additional Schools are now scheduled for the next 6 or 8 months, including three in States not yet visited. A total of over 17,000 people have been in attendance, including Washington and regional field staffs of

the Department, Extension Workers, teachers of vocational agriculture, county and community farmer committeemen, rural pastors and librarians, and other rural leaders. Approximately 260 different persons have taken part as staff lecturers: college and university professors, research workers, Department and State administrators, artists, ministers and priests, editors and private scientific consultants. Some of them have participated five or six times. Several thousand persons who have attended these Schools have acted as leaders in the afternoon discussion groups. In general, the Schools have been well received; as could be expected, some have been better received than others.

Most of the earlier Schools were held for State Extension workers; at least one such School has been held in each of 34 States, and, in addition, some 17 "repeat" Schools have been held in 14 of these States. Four Schools have been held for the Washington or State staffs of Department bureaus, three other Schools have been held for regional groups of the Department field staff, and five Schools have been held for USDA Clubs in various parts of the country. Six sets of District Schools have been held, comprising a total of 28 different meetings in six States, and attended largely by farm people. And 13 additional Schools have been held for teachers of vocational agriculture, Negro rural leaders, and rural ministers and librarians.

After a School has been held in a State, it is assumed that the local authorities who wish to hold another School can best decide the nature of the "repeat" School. In some cases this has meant a complete change of subject matter for the same group that attended the first School; in others, agricultural leaders, especially farmer committeemen and farm women, are invited to attend, in addition to the State Extension staff; in still others, as in the case of the District Schools, meetings are held in several places in the State, so that farm people generally can more readily attend. Thus, three District Schools were held in each of the Dakotas, nine in Iowa, eight in Ohio, and four in Oklahoma; with a total attendance of over 4,000 farm people. As successive Schools are requested by a State, the State officials are encouraged to broaden the attendance list. But the principle is adhered to throughout, that the person or group sponsoring a School shall have the opportunity of determining the nature of the program, the speakers who are to participate, the number and kind of persons who are to be invited to attend, and the selection of the discussion leaders.

To say that this has been an interesting educational experiment, is to put the matter mildly. We are not yet satisfied with our methods or procedure; but with the frank criticisms and friendly cooperation we always receive from those who sponsor the Schools, and who after all are responsible to their States or local communities for the results, we are continuing to improve the Schools so as to make them an acceptable and worth-while educational instrument.

PROSPECTIVE SCHOOLS OF PHILOSOPHY
FOR AGRICULTURAL LEADERS

The following Schools are definitely scheduled for 1941:

Jan. 20-23	Seventh Texas, at Tyler; for farmer and business leaders.
Jan. 23-25	Eighth Texas; for Negro Extension Workers at Prairie View.
Feb. 10-13	Third Utah; at Provo, for farm and town people.
Feb. 17-28	Second Arkansas, at nine places; for farm people.
Feb. 25-28	First New Jersey; for Extension Workers, at New Brunswick.
Mar. 3-6	First Pennsylvania; for Philadelphia USDA Club.
Mar. 10-15	Fifth Iowa; at 16 places, for farm people.
Mar. 16-17	Sixth Iowa; at four places, for Junior Chambers of Commerce and rural people.
Mar. 24-29	Second Indiana; for farm leaders, to be held at three places.
Apr. 7-10	Fourth Kansas; for Extension Workers, at Manhattan.
Apr. 7-9	First Vermont; for Extension Workers, at Burlington.
Apr. 21-24	Second Alabama; at Tuskegee, for Negro rural leaders.
May	Second Northern Great Plains.
June 18-21	First New Hampshire; for Teachers of Vocational Agriculture of New Hampshire and Vermont.
July 7-11	Third Michigan; for Extension Workers.
July 15- August 15	Fourth Michigan; for Rural Librarians.

ATTENDANCE, SCHOOLS OF PHILOSOPHY FOR AGRICULTURAL LEADERS

PRIOR TO JANUARY 1, 1940

		<i>Attendance</i>
1935	1 Washington Staff, Extension Service	75
	3 State Extension Schools	425
	(Ohio, W. Va., North Carolina)	
1936	11 State Extension Schools	1,365
	(Calif., Wash., Utah, New Mex., No. Dak., So. Car. (2), Maine, Ark., Va., Conn.)	
1937	7 State Extension Schools	1,090
	(Md., Kans., Iowa, So. Dak., Mo., New York, Wis.)	
	2 State Extension-AAA Schools	645
	(No. Dak., So. Car.)	
1938	10 State Extension Schools	1,580
	(Md., Wyo., Utah, Iowa, Mich., Tex., Neb., Ill., Colo., Miss.)	
	2 State Extension-AAA Schools	430
	(New Mex., So. Dak.)	
1939	8 State Extension Schools	1,185
	(Ariz., Mont., Iowa, Kans., Ind.*, Maine, R. I., Minn.)	
	7 State Schools for Teachers of Vocational Agriculture, Domestic Science, and W.P.A. Rural Areas	1,430
	(Ga., Va., Ind.*, No. Car., Fla., Va. W.P.A., Texas.)	
	2 Regional Schools	345
	(Southern Great Plains, Amarillo; Northern Great Plains, Billings)	
	2 Sets of District Schools	690
	(North Dakota, at Minot, Bismarck, and Fargo; South Dakota, at Rapid City, Pierre and Brookings)	
	2 Washington Staff, U.S.D.A. (Farm Security and B.A.E.) .	450
	1 State Farm Security Administration (Iowa)	250
	<i>Total Attendance, 57 Schools*</i>	<i>9,960</i>

* The Indiana School was for Extension Workers and Teachers of Vocational Agriculture; attendance of each given separately

ATTENDANCE, SCHOOLS FOR AGRICULTURAL LEADERS HELD IN 1940

Attendance.

57 Schools, held prior to January 1, 1940	9,960
Jan. 3- 6 Lincoln, Nebraska Extension Workers and Others . .	300
Jan. 15-18 Commerce, Texas, Farm and Town People	500
Feb. 12-15 Phoenix, Arizona Farm People	50
Mar. 11-29 Iowa Farm People, at Chariton, Red Oak, Fairfield, Cedar Rapids, Ames, Denison, Spencer, Mason City, West Union	1,337
Mar. 18-21 Laramie, Wyoming, Extension Workers	235
Apr. 10-13 Pacific Northwest, at Spokane, Forest Service and Others	175
Apr. 15-18 Manhattan, Kansas, Extension Workers	175
Apr. 29-	
May 2 Lexington, Kentucky, Rural Pastors	120
May 27-29 Amherst, Massachusetts, Extension Workers	80
June 4- 6 Storrs, Connecticut, Extension Workers	75
June 4- 7 Hardinsburg, Kentucky, Teachers of Vocational Agriculture	250
June 10-13 Hardinsburg, Kentucky, Teachers of Home Economics .	135
June 17-22 Ohio Field Staffs, at Mansfield, Bowling Green, Cambridge, Sidney, Athens, Columbus, Hillsboro, and Ravenna	1,289
June 25-28 Auburn, Alabama, Extension Workers	70
July 1- 4 Atlanta, Georgia, Negro Rural Teachers	120
July 10-13 Nashville, Tennessee, Negro Rural Teachers	100
July 15-27 Oklahoma Farmers' Union Groups; at Hobart, Enid, Pryor and Okemah	569
Aug. 1- 7 Rural Librarians of Michigan, at Waldenwoods and Mount Pleasant	200
Aug. 28-	
Sep. 3 Texas Homemaking Teachers; at Dallas and San Antonio	950
Oct. 14-17 Amarillo, Texas, USDA Club	250
Oct. 23-26 East Bay, USDA Club, at Berkeley, California . . .	150
Oct. 29-	
Nov. 1 Chicago USDA Club	35
Nov. 12-14 Boston USDA Club	60
Nov. 26-29 Minneapolis-St. Paul USDA Club	250
Dec. 9-11 Fort Collins, Colorado, Extension Workers	125

Total Attendance, 82 Schools. 17,560.

"FIRST" EXTENSION SCHOOLS
(Not including "repeat" Schools)

<i>Date</i>	<i>State</i>	<i>Attendance</i>
1935: November 4-7	Ohio	50
November 11-14	West Virginia	75
December 17-19	North Carolina	300
		<hr/> 425
1936: January 6-8	California	150
January 13-17	Washington	75
January 20-22	Utah	75
January 27-29	New Mexico	50
February 3-6	North Dakota	100
February 17-20	South Carolina	50
July 8-10	Maine	70
August 4-6	Arkansas	175
December 14-16	Virginia	275
December 15-18	Connecticut	70
		<hr/> 1,090
1937: January 7-9	Maryland	170
March 8-11	Kansas	160
May 24-27	Iowa	170
June 2-5	South Dakota	130
June 13-16	Missouri	240
July 27-30	New York	40
October 4-7	Wisconsin	180
		<hr/> 1,090
1938: January 10-13	Wyoming	80
June 28-July 1	Michigan	110
September 5-8	Texas	135
October 12-15	Nebraska	180
October 19-22	Illinois	240
December 5-8	Colorado	120
December 17-19	Mississippi	210
		<hr/> 1,075
1939: January 9-12	Arizona	60
January 16-19	Montana	130
June 27-30	Indiana	205*
December 4-6	Rhode Island	70
December 11-14	Minnesota	250
		<hr/> 715
1940: May 27-29	Massachusetts	80
June 25-28	Alabama	70
		<hr/> 150
Total Attendance: 34 First Extension Schools.		<hr/> 4,545

* This figure refers only to Extension Workers present; 135 teachers of vocational agriculture also attended.

"REPEAT" SCHOOLS FOR AGRICULTURAL LEADERS
(Schools in addition to 34 "First" Extension Schools)

	<i>Date</i>	<i>State</i>	<i>Attendance</i>
1936:	August 17-21	South Carolina	275
1937:	February 22-26	North Dakota	170
	August 24-26	South Carolina	475
1938:	January 4-6	Maryland	85
	January 17-20	Utah	120
	March 7-9	Iowa	300
	April 11-14	New Mexico	175
	May 23-28	South Dakota	255
1939:	March 13-16	Iowa	250
	April 10-13	Kansas	150
	July 12-14	Maine	70
1940:	January 3-6	Nebraska	300
	February 12-15	Arizona	50
	March 18-21	Wyoming	235
	April 15-18	Kansas	175
	June 4-6	Connecticut	75
	December 9-11	Colorado	125
<i>Total Attendance, 17 "Repeat" Schools.....</i>			<i>3,285</i>

DISTRICT SCHOOLS

1939:	May 22-26	North Dakota; at Minot, Bismarck and Fargo	500
	October 23-28	South Dakota; at Rapid City, Pierre and Brookings	190
1940:	January 15-18	Texas; at Commerce	500
	March 11-29	Iowa; at Chariton, Red Oak, Fairfield, Cedar Rapids, Ames, Denison, Spencer, Mason City, West Union	1,337
	June 17-22	Ohio; at Mansfield, Bowling Green, Cambridge, Sidney, Athens, Columbus, Hillsboro, and Ravenna	1,289
	July 15-27	Oklahoma; at Hobart, Enid, Pryor and Okemah	569
<i>Total Attendance, 6 District Schools held at 28 different places.</i>			<i>4,385</i>

REGIONAL SCHOOLS

	<i>Date.</i>	<i>State</i>	<i>Attendance</i>
1939:	April 3-6	Southern Great Plains, at Amarillo	170
	September 27-30	Northern Great Plains, at Billings	175
1940:	April 10-13	Pacific Northwest, at Spokane	175
		<i>Total Attendance, Regional Schools.</i>	520.

SCHOOLS FOR WASHINGTON AND FIELD BUREAU STAFFS, U.S.D.A.

1935:	October 15-19	Extension Service	75
1939:	February 14-17	Farm Security Administration	150
	May 8-11	Iowa Farm Security Administration	250
	October 17-20	Bureau of Agricultural Economics	300
		<i>Total Attendance, Schools for</i>	
		<i>Washington and Field Bureau Staffs.</i>	775

SCHOOLS FOR USDA CLUBS

1940:	October 14-17	Amarillo, Texas	250
	October 23-26	East Bay, California at Berkeley	150
	October 29-		
	November 1	Chicago	35
	November 12-14	Boston	60
	November 26-29	Minneapolis-St. Paul	250
		<i>Total Attendance, USDA Club Schools:</i>	745

SCHOOLS FOR OTHER AGRICULTURAL LEADERS

Held for (1) Teachers of Vocational Agriculture, (2) Rural Negro Teachers, (3) Rural Ministers, (4) Teachers of Home Economics and Domestic Science, and (5) Rural Librarians.

1939:	June 6-9	(1) Georgia	350
	June 26-28	(1) Virginia	225
	June 27-30	(1) Indiana	135
	July 3-6	(1) North Carolina	325
	July 31-August 3	(2) Virginia	135
	August 7-9	(1) Florida	120
	October 2-5	(1) (4) Texas	140
1940:	April 29-May 2	(3) Kentucky	120
	June 4-7	(1) Kentucky	250
	June 10-13	(4) Kentucky	135
	July 1-4	(2) Georgia	120
	July 10-13	(2) Tennessee	100
	August 1-7	(5) Michigan	200
	August 28-September 3	(4) Texas	950
		<i>Total Attendance, Miscellaneous Schools:</i>	3,305

COLLEGES AND UNIVERSITIES FROM WHICH CAME THE STAFF MEMBERS WHO PARTICIPATED AS LECTURERS IN SCHOOLS FOR AGRICULTURAL LEADERS

As of December 20, 1940, the list of staff lecturers of the

82 SCHOOLS OF PHILOSOPHY FOR AGRICULTURAL LEADERS

included some 259 different staff members of colleges and universities and of the U. S. Department of Agriculture, not including participation of the staff members of the Division of Program Study and Discussion.

Among the 69 colleges and universities so represented:

- 13 were agricultural colleges
- 17 were universities with colleges of agriculture
- 39 were non-agricultural colleges or universities

In the following list the number of different staff members participating, and the number of times they participated, are given:

	<i>Different persons.</i>	<i>Times. participating</i>
From non-agricultural colleges and universities	90	169
From universities with colleges of agriculture	56	84
From colleges of agriculture	35	56
From U.S.D.A. staff	48	80
Editors, ministers, etc.	30	49
University of Wisconsin	11	18
University of Chicago	11	18
Iowa State College	8	14
University of Minnesota	8	14
Ohio State University	7	9
Harvard University	6	12
University of California	5	11
Washington State College	5	7
University of Iowa	5	7
Dartmouth College	5	5
Brookings Institution	4	15
University of Texas	4	13
Duke University	4	9
University of North Carolina	4	9
Stanford University	4	7
Kansas State College	4	6
University of Nebraska	4	5
University of Georgia	4	4

Other colleges and universities supplying at least two men were: University of Arkansas, Brown University, University of Cincinnati, Clark University, Columbia University, Cornell University, Howard University, University of Illinois, University of Indiana, Louisiana State University, Massachusetts State College, New York School of Social Research, Northwestern University, University of Oklahoma, University of Pennsylvania, Rice Institute of Texas, University of Southern California, Utah State College, University of Virginia, University of Washington, and Yale University.

LIST OF STAFF LECTURERS SCHOOLS OF PHILOSOPHY FOR AGRICULTURAL LEADERS

The following persons have served as staff members in one or more of the 82 Schools held to date:

Adams, G. P. (Philosophy)	University of California
Alexander, E. R. (Agricultural Education)	Texas A. & M. College
Allen, Ethan P. (Political Science)	State University of Iowa
Allin, Bushrod (Land Use)	B.A.E., U.S. Dept. of Agric.
Alter, J. Cecil (Meteorology)	U.S. Weather Bureau, Utah
Altschul, Eugen (Economics)	University of Minnesota
Ameringer, Oscar (Editor)	<i>American Guardian</i> ; Oklahoma City
Anderson, Don S. (Agricultural Economics)	University of Wisconsin
Anderson, Wilhelm (Philosophy)	B.A.E., U.S. Dept. of Agric.
Arnold, Carl F. (Law)	University of Wyoming
Atkins, James A. (Sociology)	W.P.A. Adult Education
Aull, George H. (Agricultural Economics)	Clemson College
Ayers, Thomas L. (Agricultural Economics)	A.A.A., U.S. Dept. of Agric.
Ayres, Clarence E. (Philosophy)	University of Texas
Baker, H. L. (President)	Massachusetts State College
Baker, O. E. (Population)	B.A.E., U.S. Dept. of Agric.
Ball, Carleton (Coordinator)	Extension Service, U.S. Dept. Agr.
Balz, A. G. A. (Philosophy)	University of Virginia
Bean, Louis H. (Agricultural Economics) .	B.A.E., U.S. Dept. of Agric.
Beeley, Arthur (Sociology)	University of Utah
Beers, Howard W. (Sociology)	University of Kentucky
Bell, Earl H. (Sociology)	University of Nebraska
Benedict, Murray R. (Agri. Econ.)	University of California
Benton, Alva H. (Group Discussion)	B.A.E., U.S. Dept. of Agric.
Bixler, J. Seelye (Philosophy)	Harvard University
Black, A. G. (Agricultural Economics) . . .	F.C.A., U.S. Dept. of Agric.
Black, John D. (Agricultural Economics) .	Harvard University
Blaisdell, Thomas G. (Political Science)	Social Security Board
Bliss, R. K. (Extension Director)	Iowa State College
Bolling, Landrum R. (Political Science) .	Brown University
Boothe, Viva (Economics)	Ohio State University
Borsodi, Ralph (School of Living)	New York City
Borsodi, Mrs. Ralph (School of Living) . .	New York City
Bowen, Howard (Economics)	State University of Iowa
Brandt, Karl (Economics)	Stanford University
Brewster, John M. (Philosophy)	B.A.E., U.S. Dept. of Agric.
Brown, Harold C. (Philosophy)	Stanford University
Brownell, Baker (Sociology)	Northwestern University

Brunner, Edmund de S. (Education)	Columbia University
Buehlig, Edward H. (Political Science)	University of Indiana
Bunce, Arthur (Agricultural Economics)	Iowa State College
Carman, Harry (History)	Columbia University
Catherwood, M. P. (Agric. Econ.)	Cornell University
Chapman, Frank M. (Philosophy)	B.A.E., U. S. Dept. of Agric.
Chapman, Paul W. (Education)	University of Georgia
Chivers, Walter (Sociology)	Moorehouse College, Atlanta
Christ, J. H. (Land Use)	S.C.S., U. S. Dept. of Agric.
Cobb, Cully A. (Agricultural Economics)	Formerly of U. S. Dept. of Agric.
Cooking, Walter D. (Education)	University of Georgia
Colby, Charles C. (Geography)	University of Chicago
Collisson, Charles F. (Editor)	Minneapolis <i>Tribune</i>
Condra, George E. (Geology)	University of Nebraska
Corbett, Roger (Director, Exp. Sta.)	University of Maryland
Cottrell, Leonard, Jr. (Sociology)	Cornell University
Countiss, J. R. (Minister)	Columbus, Mississippi
Cowley, W. H. (Educational Psychology)	Hamilton College
Cox, Alonzo B. (Economics)	University of Texas
Craven, Avery (History)	University of Chicago
Crist, Raymond E. (Geography)	University of Illinois
Dale, Edward E. (History)	University of Oklahoma
Davis, Jerome (Sociology)	Formerly at Yale University
Davis, Joseph S. (Agric. Econ.)	Stanford University
de Terra, Hellmut (Anthropology)	Museum of Natural Science, New York
DeVyver, Frank T. (Economics)	Duke University
Dummeier, E. F. (Agricultural Economics)	Washington State College
Dyer, Elizabeth (Home Economics)	University of Cincinnati
Dykhuizen, George (Philosophy)	University of Vermont
Eaton, Allen (Art)	Russell Sage Foundation, New York
Eisenhower, Milton S. (Land Use)	U. S. Dept. of Agric.
Ekblaw, E. Elmer (Geography)	Clark University
Ellsworth, D. W. (Editor)	<i>The Annalist</i> , New York City
English, Colin (State Supt. Pub. Instr.)	Florida
Englund, Eric (Agricultural Economics)	B.A.E., U. S. Dept. of Agric.
Evans, C. M. (Sociology)	F.S.A., U. S. Dept. of Agric.
Evans, J. G. (Economics)	University of North Carolina
Ezekiel, Mordecai (Economic Adviser)	U. S. Dept. of Agric.
Falconer, J. I. (Agricultural Economics)	Ohio State University
Farrell, F. D. (President)	Kansas State College
Farrell, George E. (Agric. Econ.)	B.A.E., U. S. Dept. of Agric.
Fendrick, Paul (Psychology)	Washington State College
Firor, J. William (Agric. Econ.)	Georgia State College
Fleming, John R. (Agric. Econ.)	B.A.E., U. S. Dept. of Agric.
Foley, May (Nutrition)	Massachusetts State College
Forster, G. W. (Agricultural Economics)	North Carolina State College
Friley, C. E. (President)	Iowa State College

Galbraith, J. K. (Economics)	Princeton University
Gaus, John M. (Political Science)	University of Wisconsin
Gee, Wilson (Sociology)	University of Virginia
Gideonse, Harry (President)	Brooklyn College, New York City
Gillette, John M. (Sociology)	University of North Dakota
Gooch, R. K. (Political Science)	University of Virginia
Graham, Frank B. (President)	University of North Carolina
Graubard, Mark (Biology)	Clark University
Gray, L. C. (Land Use)	B.A.E., U. S. Dept. of Agric.
Greenly, Russell J. (Education)	Purdue University
Grimes, W. E. (Agricultural Economics)	Kansas State College
Hansen, Alvin (Economics)	Harvard University
Hansen, Robert W. (Public Admin.)	Milwaukee
Hargreaves, J. R. (Minister)	Chicago
Harris, Abram L. (Economics)	Howard University
Hart, A. G. (Agricultural Economics)	Iowa State College
Hart, Clyde W. (Sociology)	State University of Iowa
Havighurst, Walter (English)	Miami University, Ohio
Heflebower, Richard B. (Business Admin.)	Washington State College
Hendrickson, Roy F. (Personnel)	U. S. Dept. of Agric.
Hewes, L. I. (Land Use)	F.S.A., U. S. Dept. of Agric.
Hibbard, B. H. (Agricultural Economics)	University of Wisconsin
Hobson, Asher (Agricultural Economics)	University of Wisconsin
Hocking, William E. (Philosophy)	Harvard University
Holt, Arthur E. (Religion)	Chicago Theological Seminary
Hopkins, W. S. (Economics)	Stanford University
Howard, James O. (Political Science)	B.A.E., U. S. Dept. of Agric.
Howard, L. Vaughn (Political Science)	University of Maryland
Howard, T. E. (Agricultural Economics)	A.A.A., U. S. Dept. of Agric.
Hughes, Sara (District Judge)	Austin, Texas
Hutson, John B. (Agricultural Economics)	A.A.A., U. S. Dept. of Agric.
Jesness, O. B. (Agricultural Economics)	University of Minnesota
Johnson, Charles S. (Sociology)	Fisk University
Johnstone, Paul H. (History)	B.A.E., U. S. Dept. of Agric.
Jones, A. Drummond (Group Discussion)	B.A.E., U. S. Dept. of Agric.
Judd, Charles H. (Education)	National Youth Administration
Kellogg, Charles E. (Plants and Soils)	B.P.I., U. S. Dept. of Agric.
Kincer, J. B. (Meteorology)	U. S. Weather Bureau
Kirk, Grayson (Political Science)	University of Wisconsin
Knight, Frank H. (Economics)	University of Chicago
Kolb, J. H. (Rural Sociology)	University of Wisconsin
Kraushaar, Otto F. (Philosophy)	Smith College
Kruse, Paul J. (Educational Psychology)	Cornell University
Lancaster, Lane (Political Science)	University of Nebraska
Laves, Walter (Sociology)	University of Chicago
Lemmon, C. E. (Ministry)	Columbia, Missouri
Lindeman, Eduard (Sociology)	New York School of Social Work

Lindstrom, D. E. (Sociology)	University of Illinois
Lippincott, Benjamin E. (Economics)	University of Minnesota
Lloyd, W. B. (Extension Service)	U. S. Dept. of Agric.
Lyon, Leverett (Economics)	Brookings Institution
Macdonald, Joseph L. (Economics)	Dartmouth College
MacDonald, J. E. (State Agric. Comm.)	Austin, Texas
Maddox, William P. (Government)	University of Pennsylvania
Maverick, Maury (Mayor)	San Antonio, Texas
May, Samuel C. (Public Administration)	University of California
McCamy, James L. (Political Science)	U. S. Dept. of Agric.
McConnell, T. R. (Educ. Psych.)	University of Minnesota
McLarty, Furman (Philosophy)	Duke University
Means, Gardiner C. (Economics)	National Planning Board
Meiklejohn, Donald (Philosophy)	William and Mary College
Miner, Horace (Cultural Anthropology)	U. S. Dept. of Agric.
Montgomery, R. H. (Economics)	University of Texas
Moore, Bernice (Sociology)	Texas W.P.A.
Morris, Charles W. (Philosophy)	University of Chicago
Morton, Walter (Economics)	University of Wisconsin
Moulton, H. G. (Economics)	Brookings Institution
Mund, Vernon A. (Economics)	University of Washington
Murphy, A. E. (Philosophy)	University of Illinois
Nell, George (Priest)	Effingham, Illinois
Newman, Walter P. (Education)	Virginia W.P.A.
Nisonger, H. W. (Education)	Ohio State University
Noon, Paul T. (State Librarian)	Columbus, Ohio
Norris, P. K. (Agricultural Economics)	B.A.E., U. S. Dept. of Agric.
Nourse, Edwin G. (Agricultural Economics)	Brookings Institution
Odum, Howard D. (Sociology)	University of North Carolina
Olson, Emery E. (Public Administration)	University of Southern California
Packard, Walter (Agricultural Economics)	Berkeley, California
Patterson, Charles H. (Philosophy)	University of Nebraska
Peck, F. W. (Agricultural Economics)	St. Paul, Minnesota
Peel, Roy V. (Political Science)	University of Indiana
Perry, Ralph Barton (Philosophy)	Harvard University
Peterkin, Julia (Author)	South Carolina
Peterson, William (Extension Director)	Utah State College
Pfankuchen, Llewellyn (Polit. Sci.)	University of Wisconsin
Porter, Kirk H. (Political Science)	State University of Iowa
Purdy, Harry (Economics)	Dartmouth College
Ramsower, H. C. (Extension Director)	Ohio State University
Raper, Arthur (Sociology)	Atlanta, Georgia
Rebec, George (Philosophy)	University of Oregon
Reed, Charles D. (Meteorology)	U. S. Weather Bureau, Iowa
Renne, R. R. (Agricultural Economics)	Montana State College
Retzek, Henry (Priest)	West Union, Minnesota
Roberts, Harry (Sociology)	Virginia Negro College, Blacksburg

Ross, E. A. (Sociology)	University of Wisconsin
Ross, Michael (Personnel)	University of Pennsylvania
Rowe, Harold B. (Economics)	Brookings Institution
Sauer, Carl O. (Geography)	University of California
Saville, R. J. (Agricultural Economics)	Louisiana State University
Sayre, Mrs. Raymond (Agric. Econ.)	Iowa Farm Bureau
Schaub, E. L. (Philosophy)	Northwestern University
Schoffelmayer, Victor H. (Editor)	Dallas, Texas, <i>News</i>
Schultz, Theodore W. (Agric. Econ.)	Iowa State College
Schwartz, Harold E. (Agric. Econ.)	A.A.A., U. S. Dept. of Agric.
Sears, Paul B. (Botany)	Oberlin College
Sewell, Mrs. Charles W. (Sociology)	American Farm Bureau, Chicago
Seymour, Forrest W. (Editor)	Des Moines <i>Register</i>
Shannon, Fred A. (History)	University of Illinois
Sharp, Frank C. (Philosophy)	University of Wisconsin
Sheldon, H. B. (Wild Life Conservation)	U. S. Biological Survey
Short, Lloyd (Government)	University of Minnesota
Shull, Russell (Education)	National Forum, Chicago
Sikes, Earl R. (Economics)	Dartmouth College
Simons, Henry (Economics)	University of Chicago
Simpson, F. M. (Agricultural Economics)	Swift and Co., Chicago
Sisson, E. O. (Philosophy)	Reed College, Oregon
Slaughter, John W. (Political Science)	Rice Institute, Texas
Smith, T. Lynn (Sociology)	Louisiana State University
Smith, T. V. (Philosophy)	University of Chicago
Speight, Harold E. B. (Philosophy)	Swarthmore College
Spengler, Joseph J. (Economics)	Duke University
Stanley, Louise (Home Economics)	B.H.E., U. S. Dept. of Agric.
Starbuck, Edwin D. (Philosophy)	University of Southern California
Starch, Elmer A. (Coordinator)	U. S. Department of Agriculture
Stewart, Charles L. (Agric. Econ.)	University of Illinois
Storer, Morris B. (Philosophy)	B.A.E., U. S. Dept. of Agric.
Taeusch, Carl F. (Philosophy)	B.A.E., U. S. Dept. of Agric.
Tapp, Jesse (Agricultural Economics)	Formerly of A.A.A., U. S. Dept. of Agric.
Taylor, Carl C. (Sociology)	B.A.E., U. S. Dept. of Agric.
Taylor, Henry C. (Agricultural Economics)	Farm Foundation, Chicago
Taylor, Paul S. (Economics)	University of California
Tead, Ordway (Economics)	Harpers, New York City
ten Hoor, Marten (Philosophy)	Tulane University of Louisiana
Tetreau, E. D. (Rural Sociology)	University of Arizona
Theriault, George F. (Sociology)	Dartmouth College
Thomas, Dorothy (Population)	University of California
Thomas, George F. (Philosophy)	Princeton University
Thorfinnson, Theodore (Land Use)	F.S.A., U. S. Dept. of Agric.
Tigert, John J. (President)	University of Florida
Tipton, R. J. (Engineer)	Denver
Titus, Charles H. (Political Science)	University of California at Los Angeles

Tolley, Howard R. (Agric. Econ.)	B.A.E., U. S. Dept. of Agric.
Torrop, Hilda M. (Personnel)	Columbia University
Tsanoff, R. A. (Philosophy)	Rice Institute, Texas
Tufts, James H. (Philosophy)	Formerly at University of Chicago
Umberger, H. J. C. (Extension Director)	Kansas State College
Underwood, Felix (Doctor)	Mississippi State Board of Health
Upgren, Arthur R. (Economics)	University of Minnesota
Vance, Rupert (Sociology)	University of North Carolina
Vaughan, Theo (Rural Sociology)	B.A.E., Kentucky
Vieg, John (Government)	Iowa State College
Vogt, Paul L. (Sociology)	B.A.E., U. S. Dept. of Agric.
Waite, Warren C. (Agric. Econ.)	University of Minnesota
Walker, Harvey (Political Science)	Ohio State University
Walster, H. L. (Soils)	North Dakota State College
Wanlass, W. L. (Economics)	Utah State College
Ward, Frank B. (Political Science)	University of Tennessee
Webb, Walter Prescott (History)	University of Texas
Welk, William G. (Economics)	U. S. Tariff Commission
Wells, O. V. (Agricultural Economics)	B.A.E., U. S. Dept. of Agric.
Wertz, V. R. (Agricultural Economics)	Ohio State University
Wheeler, John T. (Education)	University of Georgia
Wheeler, L. A. (Foreign Agric. Relations)	U. S. Dept. of Agric.
White, Leonard D. (Political Science)	University of Chicago
Widgery, Alban G. (Philosophy)	Duke University
Wilcox, W. W. (Agricultural Economics)	Iowa State College
Wilkerson, Doxey A. (Sociology)	Howard University
Wilson, Francis G. (Economics)	University of Illinois
Wilson, M. L. (Dir. of Extension Service)	U. S. Dept. of Agric.
Witman, Shepherd L. (Political Science)	University of Omaha
Woods, Ralph H. (Education)	Kentucky State Department of Education
Wright, Quincy (International Law)	University of Chicago
Wyckoff, G. P. (Sociology)	Grinnell College, Iowa
Young, Kimball (Sociology)	Brooklyn University

The following persons, now deceased, also served as staff members in one or more of the Schools of Philosophy:

Alexander, H. B. (Philosophy)	Scripps College, California
Conser, C. C. (Agricultural Economics)	A.A.A., U. S. Dept. of Agric.
Holmes, C. L. (Farm Management)	B.A.E., U. S. Dept. of Agric.
Murchie, R. W. (Sociology)	University of Minnesota
Rogers, James H. (Economics)	Yale University
Sherman, Wells (Fruits and Vegetables)	B.A.E., U. S. Dept. of Agric.
Tapper, Bonno (Philosophy)	State University of Iowa

